

in the April No of Brothers in Council
The paper by the Hon. Mr. Hamilton on 'School Education'
for all ^{appears} contains so happy a survey of our work
in elementary schools that I should feel I
had nothing to add. Had not ^{the} Editor done
in the honor to invite a paper dealing with the
question of "immense possibilities" ~~in connection~~
with this subject - opens up

The possibilities are indeed immense, if it is not
only as if a new planet had shown into
our ken but a veritable Milky Way of new
planets, for every child, the dullest & the ^{stupid}
poorest, waits for us to discover in him ~~that~~
new planet. What ~~happens~~ but that is heavenly
places our particular planet may bear
the name of the discoverer. It is always
interesting to watch a crowd of children
coming out of school, we have smiles &
fond will for the little people & think of them
as likely to follow in the steps of their good parents.
Sometimes we go on to think that a wonderful
person the cottage mother is to be able to send
out such decent well-behaved children from
a crowded home: but we do not often consider
ourselves to fathom all that each of the children is in
right of that human nature which is ^{also} divine for was not

men made in the image of God. 11 p 2 p 2 32

The children breaking forth from school
are delightful in the first place, but if
we look closer we observe the meaning of the
young faces we studied, some vain, some just
some, nervous, ^{some common} some false. Still very few
have the modesty of regard of the child
who is accustomed to think of great things.

This is what we propose to ourselves,
to give the children of working people real
things to think about, & we are encouraged
by the fact that they take to the great things
of literature, poetry, history, art, with
a readiness which is almost uncanny & is
able to tell or write what they know in good English.
(Mr. ^{Booth} ~~Booth~~ speaks)

What sorts of things do we teach them? Again
Mr. Booth shall tell us:

But, it will be said, have not such things as have
been taught before & without the processes of
teaching & learning been rather dull & dreary?

If this is the case we need not be dismayed,
because certain ways of the mind have

discovered themselves which make it possible for children to learn a great deal more than before & to learn with a ~~state of~~ delightful eager interest. This is where we stand today: the children of even the lowest classes are able to learn 'great things' as readily as the elite of any other class: they seem to acquire the vocabulary of a staff book at a single reading, without explanations; they read a great deal, always good books, & are able to tell what they have read over with extraordinary accuracy & spirit; they remember what they have read for months, perhaps years. They go home & tell what they know (Mr. Coffin).

The children become the best, well-mannered people in voice & speech; quick to take & careful to follow instructions, diligent & intelligent. They are not in the least conceited because all their schoolfellows & what they do & no one is conceited about advantages shared ^{with many} ~~by most~~ other people.

We find too that a natural simple piety develops ⁱⁿ among them, because they find the Bible a delightful book many passages of which they are able to memorize; it is the habit of our mind to ponder over that which we tell ~~is~~ ^{is} ~~extensive~~ ^{at long length}, rather than upon that which we merely hear.

If we are inclined to ask, 'Cui bono?' Is not the
useful education children get at school
quite the best for them? ^{but another,} Much good work is
done in the schools, certainly, but the teachers are
not satisfied (either) ^{neither is the country}
satisfied; it is not only that juvenile crime
is increasing deplorably, but that our
educated citizens seem incapable of forming
that right judgment in all things which
should be the result of education, & especially
of religious education. Like that Silverspicer
of the Methodist Church, we hold that all true
education is religious, whereas that
prevalent, ~~prevailing~~ ^{prevailing} notion with the rest
are directly ~~under~~ ^{what} Ruskin calls "the
pleasing power of the spirit of good." Finding
that all children, ~~whatever~~ ^{whatever} their disadvantages,
are capable of receiving such an education
as should make them intelligent loyal
dutiful citizens with many resources
for the pleasure & usefulness of their
lives, we feel that it is a public duty to
this sort of education, which should be as free

an air, as free as religion - for education is a
 part of religion. Now a citizen of this sort ^{such} as
 as Fulton describes (is not made by exordium
^[which none of us like!]
~~which we all have some distrust.~~ This seems
^{of Birmingham, that is, by} to be the only one way, ^{direct-} constant-
 direct-
 movement between the child's mind & a considerable
 number of great minds, whether of the past -
 the present. We all get this sort of commerce
 through the books that we read, & perhaps, the
 discovery that children take to the best in history
 literature, art; without explanation. This dilution
 affords us the greatest promise that the world
 has enjoyed since the Christians era dawned.

One of Mr. Jackson's cogent sayings is "Education
 does not - cause discontent, but heals it" -
 & we may live to see the removal of that
 chronic evil which we call of labour unrest;
^{such a}
~~One~~ hope is reasonable & well founded, because
 "There is no ill but thinking makes it so,"
 & men think & think again on pastern
^{chiefly} grievances because they have nothing else
 to think of. And give them the panorama
 of history, the pageantry of literature & they
 will think of the melancholy of Jaeger, the shining cross

of Charleston and this River, of whatever ^{any} good report they ^{and} may many chance to be reading ^{later} will return to the point in dispute ^{they will} with I am + gentle minds. P. Thirt. to. of the simple good fellowships in things of the mind between class + class, of the comparing of notes about the arrival of the redwater about a certain bed of bog on the left, about the rights + wrongs of Coriolanus. Now we get a natural ground of common interest without the difficulties + unnecessary efforts that follow attempts at social intercourse.

(1836)
Then, these delightful villages show themselves
as shall have when everybody is able to
co-operate in furnishing intellectual interests
for the whole community - (Miss Nuttall)
The important thing there in mind is, that
it is what we do ourselves, that occupies
our minds, & which will engage us in any way,
~~to say~~, i.e., by entertainments, such
as something more than dancing, without
money without price. ~~to make~~
nothing of the obvious advantage of having
work people & domestic servants of trained
intelligence quick to apprehend & follow instructions
& conscientious in their work.
A scheme of education suits itself so much

whose largest promises are justified by
thousands of elem. sch. children commend
our sympathy & help, & as a Churchwoman
I long that it may be the means of
restoring the Church to some of its old
precepts in education ^{work.} ^{This Lib. Bd. is 23 cent.}
~~of education~~ ^{of persons} with which cultivated persons
are necessarily sympathetic. Almost
any one can help in some school if only
by putting the matter before the teachers.
Or, again, by interesting the Clergy & the Managers.
Some of our best schools are Ch. Schools, —
Miss Parikh &c) wd put any lady who
is interested in communication with
some school as near at hand as possible
where this work is being carried on.
The ^{School} ~~work~~ is attended by no expense beyond
the necessary cost of books. The initial cost
of these is ^{moderate} ~~greater~~ than the usual allowance
for the purpose, but after the first year.
The cost should fall well within even
a meagre allowance. \$20 covers the books
for a school of 160 children, with some
adaptation of the classes, & most of these
books last for a number of years. It seems

to me that Church Schools should be in a
 favourable position to launch such a
 scheme because there are few ^{in which there are no persons} congregations to
 whom the hope of giving healthy & happy
 interests to the young men & women of the
 future would ~~not~~ appeal. No doubt we are
^{necessary} all spending much on destructive agencies,
 but, possibly, some score of persons in a
^{parish} congregation might be willing to ^{fin.} ~~subsidize~~ &
 (as donation, not a subscription)
 towards remuneration of a constructive scheme.
 Supposing Mr. W. Franklin & the present
 writers have had the good fortune to awaken a
 practical interest (^{genuine} enthusiasm?) of some
 readers of "Mothers in Council", this is, roughly
 how to proceed:

1. Write to your Parish for 3 pamphlets &
 any hints about Schools in the neighbourhood.
2. Study the pamphlets with some little
 care. So as to be able to show that what is
 done in these 'P.U.S.' schools secures regular
 attendance, very great interest on the part of
 the children & their parents, discipline that like
 care of tools" & a very rapid advance in the
 children's studies.

is prepared 11 p9 pneu 33
Thus arrived, the 'Missionary' to interest her friends,
especially the ladies or mothers of the parish, & possibly
a "M. J." of the district
As a general rule, the Inspectors are
generally
very cordially interested & very helpful. The next
thing is, perhaps, to become acquainted with the Head
of a neighboring school & excite his interest (or hers),
which can usually be done by a loan of the 3
pamphlets, by the time 200 persons are interested
further steps can be arranged in correspondence
with the KRM Office, which is probably familiar
to many readers who have children in the
Parents' Union School.

By a simple steps thus indicated, so little
troublesome & so little costly, readers of Mothers
in Council might take part in a very fresh
educational work which should have a wonderful
effect in producing the "educated democracy,"
we all desire for the safety & stability of the country.
~~But we know is the condition of safety for us~~
in the future.

There is one other way in which we invite school
help. We want more definitely trained workers. I
former student of the Bureau of Education in
Commonwealth, succeeded in exciting interest in the
spread of a Parents' Union School among elementary

Schools in her neighbourhood, rather or
to a much-valued possession in a
family or lives at home & is an ~~act~~ of
educational centre in her neighbourhood.

Now this is social work of quite the first
importance; an educated girl could not
have a better career than ^{to help} in this way.

"Build Jerusalem"

In England's peer & pleasant land?
They ask "Mothers in Council" to send
us their daughters to be trained, whether for
two years as highly valued (well-paid) ~~persons~~
in families or teachers in schools, or, for
one year, in order to become ~~an~~ educational

refugees as to this movement ~~that has~~
~~asked to describe~~ ^{each} in the neighbourhood

of her own home. It is hardly possible to
conceive a better way of increasing the
general happiness, well being & well doing throughout
the country than by the establishment of such
centres of leading light.
house of education
in the hands
Charlotte M. Mason

The P.N.W. Leaving Certificate

Certain letters in the Feb. Nos. & Dec. Nos. of a Parents' Period (1918) are not only instructive & interesting reading, but also contain a mandate! The writers have considered the subject of a P.N.W. Leaving Certificate from several points of view & ^{with fully informed knowledge} ~~as to~~ ^{the} ~~Leaving Certificate is not a~~ ^{work in progress} ~~but arguments are convincing~~ ^{no question}.

We must certainly ^{set} ~~have~~ that 20% flag, ^{flourishing in the way} ~~as one writer shows convincingly~~ ^{to meet} ~~the changed estimate of a woman's career~~ ^{which requires a girl} ~~that is coming upon us, a woman must~~ ^{not only have attainments, but her} ~~attainments must be attested~~ ^{by the} ~~form of a certificate. It is no longer~~ ^{to be assumed that a woman will marry,} ^{educated} ^{whether married or not} ~~all women, will be required to do~~ ^{social work, paid or unpaid; & the} ^{is no longer room for the amateur woman} ^{must have definite qualifications only}

That girl should hold a certificate
 for success in work that is being
 taken up widely in Cont. & else. She as
 well as ^{other} ~~the~~ schools & families, should make
 her a valuable person in her neighborhood
 as being able to give directions & help.
 It should also give her an important employment.

Assuredly she is entitled to do so, for
 she has become a cultivated citizen
 of wide information, sound judgment,
 practical knowledge of affairs &
 many interests.

She will, henceforth be entitled
 to ^{the} leaving Certificate of ^{two} ^{con} classes.

The first class cert. will show that she
 has ^{passed in} ~~passed~~ all the subjects set in the
 syllabus.

The second class will be awarded to
 a girl who has passed in a first
 No. of three ~~or~~ subjects.

The Certificate will not be lightly
 awarded; the candidate must have
 received a maximum marks (100)
 for her ~~set~~ papers in a first No.
 of subjects, ^{then should} including history, Geography,
 Latin, ^{at least in modern languages} ~~and~~ ^{and} French, Spanish, &c.

The certificate will ~~not~~ ^{award} those subjects
 only to which maximum marks have
 been awarded.

But a certificate should prove a lesson
to ~~many~~ various kinds of social work,
But its value is limited for the girl who
wishes to whelp her education, that is, to
make it a stepping stone to a professional
career at a University.

I have corresponded widely with the heads
of colleges to ascertain if our certificate
might be accepted as exempting the
holder from the entrance examⁿ of the college
in question. The subject of qualifying
examinations has been much discussed
during the last few years & further that ~~has~~
we have earlier in the field our claims
might have been considered; as it is
the matter has been closed; some help does
examinations are accepted, & so far
from being open to suggestions as to other
examinations, the delegating is anxious
to reduce the present list, ~~as the fact that~~
~~there are several examination~~ ^{ing} bodies in
~~the field is rightly regarded as an evil.~~

I should like to speak of the sympathy
shown in our work by a number of

distinguished heads of colleges, & their
particular interest in the programme
& numerous questions of Forms V & VI, the
Lady suggested that we could take Responsibility
in London Matriculation "in our stride", &
this is what we propose to do.

In order that a girl may get the full advantage
of her course of reading in Form VI, a girl should
do the work of that form until her seventeenth
birthday.

Thus, still in connection with the R.U.S.
she should work for Matriculation during
her last year. (seventeenth & eighteenth). The
examination might be taken at the House of
Education, or at any convenient centre.

The successful candidate will receive
the Post Leaving Certif. in addition to the
credentials resulting from her exam.

The R. M. U.
Learning Center